

# STRATEGY @ PRSD TOWN HALL #2

August 13 & 17, 2015

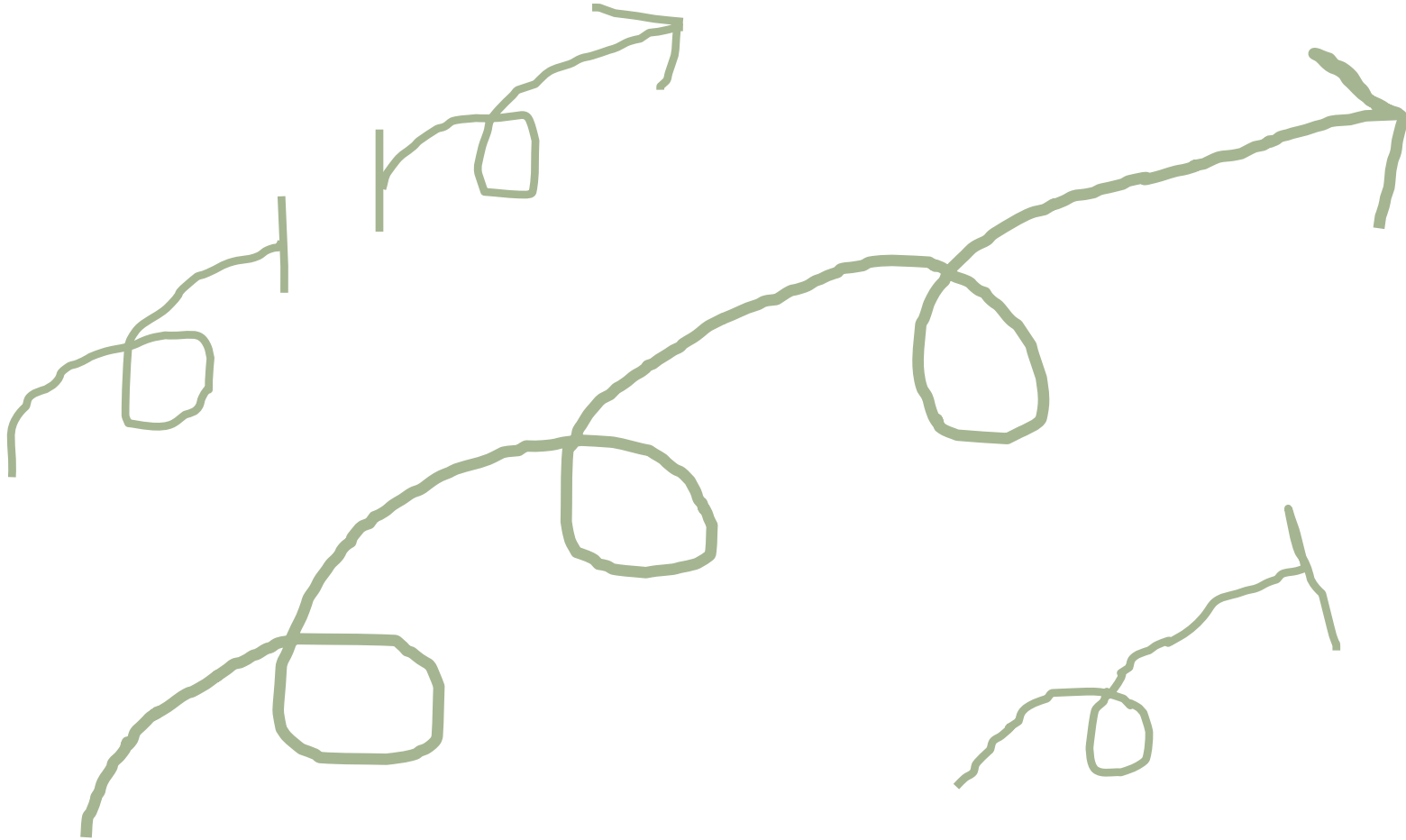
# Town Hall Objectives

- Briefly review of the **purpose of strategic planning** at Pine-Richland School District, **process and timeline**, and a concise summary of **key actions** to date.
- Work in collaborative groups to refine the **mission, vision, and values** of the organization within a historical context.
- Provide feedback about the revised **long-term** goals and preliminary **short-term** actions with an eye towards potential blind spots (i.e., What are we missing?)
- Communicate **next steps** of the process

# Purpose of Strategic Planning

- Set **direction** in areas that ...
  - ... support the educational **mission** of the district
  - ... reflect the **current state** of the district (strengths, weaknesses, and opportunities)
  - ... embody the **values and beliefs** of the people of the district (internal and external)

# Growth Mindset / Continuous Improvement



# Process and Timeline

Planning  
Committee  
and Board  
Update

Mission, Vision, Values,  
Strategy Refinement, and  
Process Monitoring (Retreat)

Finalize  
Comprehensive  
Plan Compliance  
Documents

Board  
Approval and  
Plan  
Submissions

May

June

July

Aug.

Sept.

Oct.

Nov.

Initial Strategies  
Framework And  
Draft #1 for  
Feedback  
(Int./Ext.)

Draft #2  
and Second  
Wave  
Listening  
Mechanisms

Final Draft Board  
Presentation of  
Strategic Plan and PDE  
Comprehensive Plan  
followed by 28 day  
public inspection

Survey Input

Feedback #1

Feedback #2

Feedback #3

We are here!

# Plan Organization

- We want to use clear language with a **focus on implementation**. We believe in the importance of a continuous improvement mindset.
  
- **Framework Categories:**
  - ▣ Teaching and Learning
  - ▣ Student Services and Programs
  - ▣ Finance and Operations
  - ▣ Workforce Development
  - ▣ Communication and Stakeholder Engagement

# Listening Mechanisms

## **Electronic Surveys**

- Parent (475 respondents)
- Staff (213 respondents)
- Community (90 respondents)

## **Town Hall #1 Table Groups**

- Representative sample (70 participants)

## **Retreats**

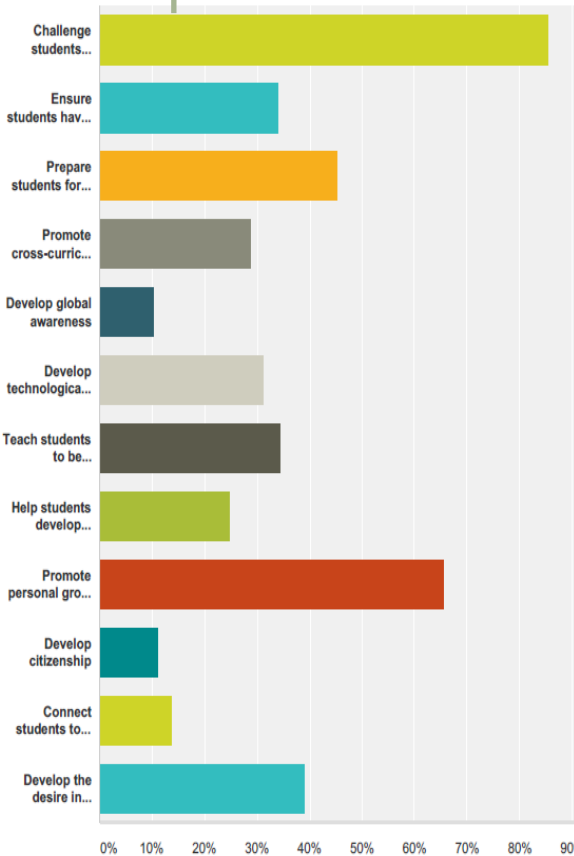
- Administrative and Board

Challenge students academically at all levels

# Purpose of PRSD

Q62 I believe the purpose of Pine-Richland School District is to (Choose top 4):

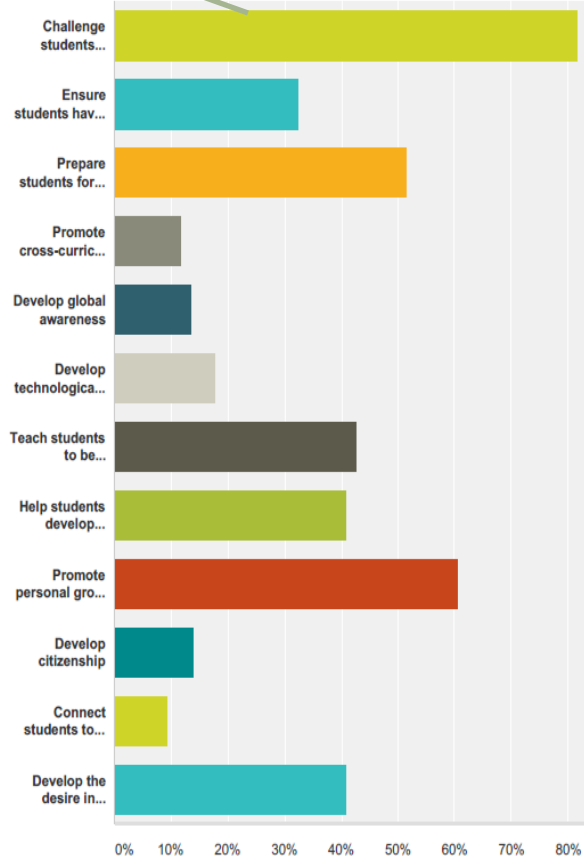
Answered: 475 Skipped: 113



Parents

Q3 I believe the purpose of Pine-Richland School District is to (Choose your top 4):

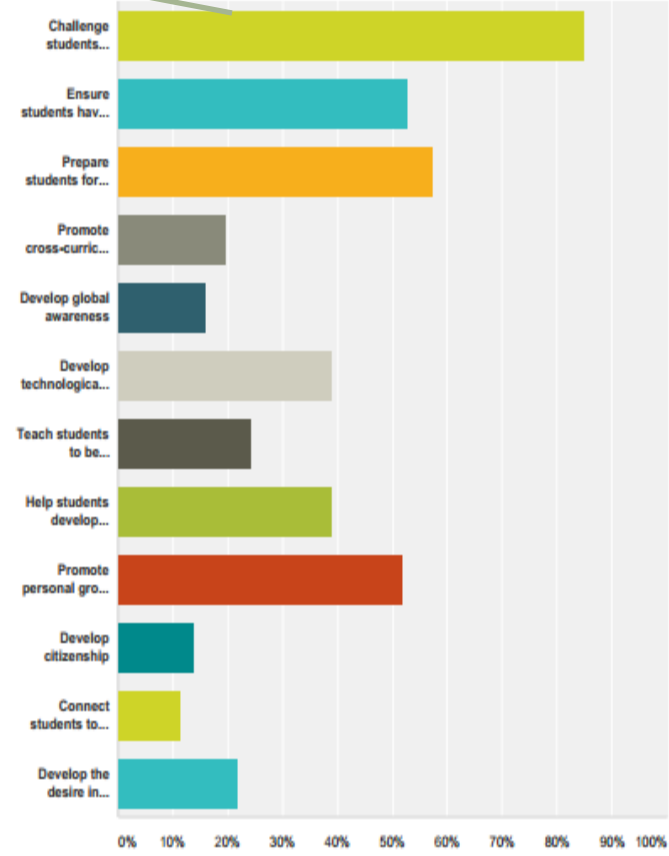
Answered: 213 Skipped: 51



Staff

Q20 I believe the purpose of Pine-Richland School District is to (Choose top 4):

Answered: 87 Skipped: 48



Community



# Purpose of PRSD

## I believe the purpose of PRSD is to:

- Challenge students **academically at all levels** (86% parents, 82% staff and 85% community)
- Promote **personal growth** and **well-rounded** students in academics, athletics, arts, and activities (65% parents and 62% staff and 51% community)
- Prepare students for the workforce and **develop real-world skills** (45% parents, 52% staff and 57% community)

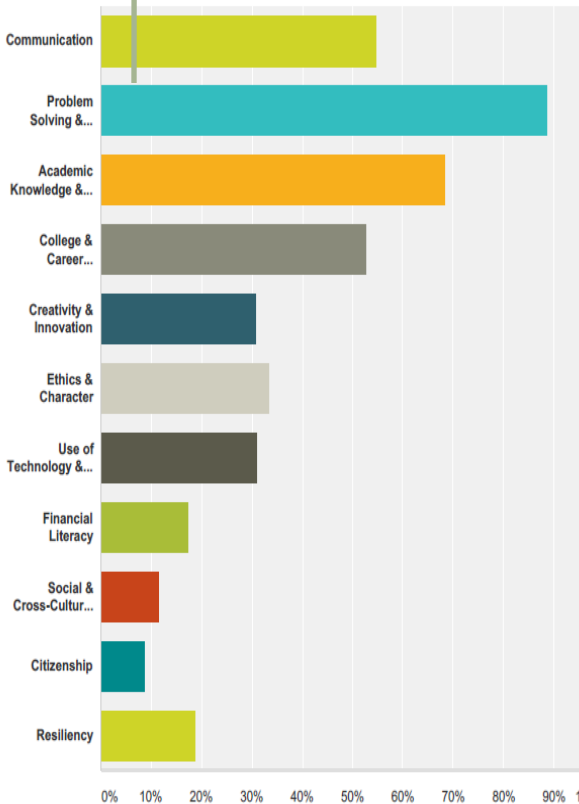
Agreement in top three selections across three groups

Problem Solving  
and Critical  
Thinking

# Skills for Graduates

Q63 The most important skills current Pine-Richland students should learn before graduating are (Choose Your top 4):

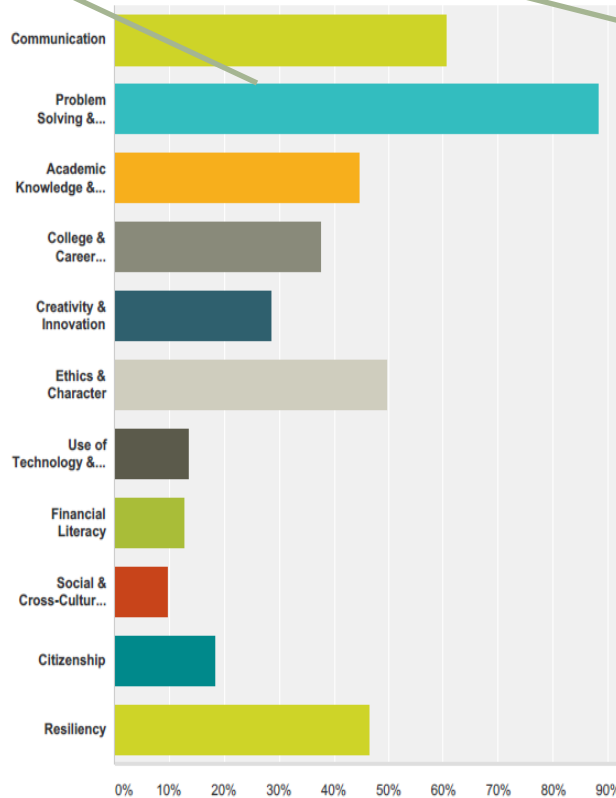
Answered: 475 Skipped: 113



Parents

Q4 The most important skills current Pine-Richland students should learn before graduating are (Choose Your top 4):

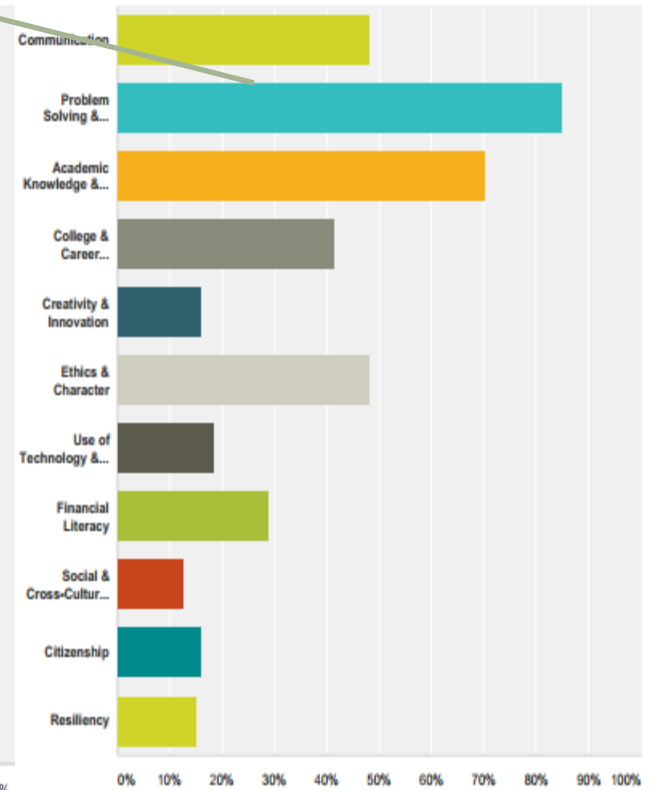
Answered: 213 Skipped: 51



Staff

Q21 The most important skills current Pine-Richland students should learn before graduating are (Choose Your top 4):

Answered: 87 Skipped: 48



Community

# Town Hall #1 Big Picture Feedback

- **General support for categories and long-term goals**
- **Challenge of “Competing Interests”**
  - “Too much” or “not enough” at the program level was a point of some table debate
- **“Consistency” was an overarching theme**
  - Curriculum
  - Teacher quality
  - Communication
- **Expanding the pockets of excellence**
  - Sharing and duplicating best practices
- **Individual experiences – of the parent or their children – became the discussion at the tables**
  - Experiences could vary significantly between children based on teacher
- **Connections/linkages between categories became evident**

# Mission, Vision and Values Activity

- For the next 20 – 30 minutes, we will be organized into four groups.
  - ▣ Read the past and current mission/vision statements
  - ▣ Read the current values
  - ▣ Respond to the design concept for the next phase of our district's work
    - “Stick” in our memory and guide actions/behaviors

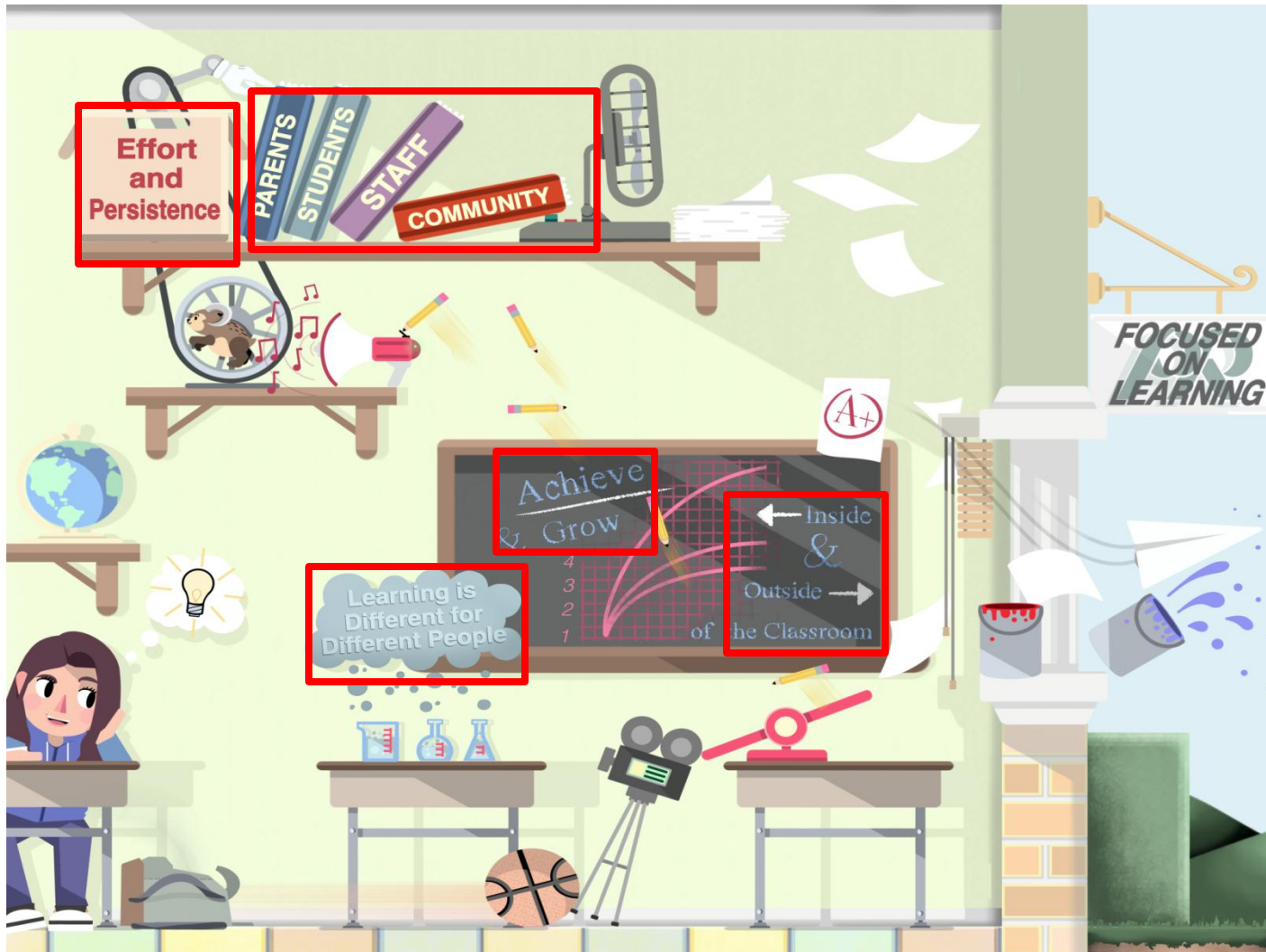
# Current Mission and Vision

- **Mission - “Why We Exist”** - Our mission is to provide a strong academic foundation which challenges students to realize their fullest potential and encourages them to become engaged, thoughtful citizens.
- **Vision - “Our Ideal Future”** - Pine-Richland School District is a community where learning is challenging, people are inspiring and students are enriched by their experience.

# Current Values

- **Achievement** - Student achievement is our top priority.
- **Citizenship** - Well-educated students mature into independent, active, and responsible citizens.
- **Competitiveness & Diversity** - Technology expands resources locally and globally while connecting our students to the world's experts and providing them with the tools to become culturally respectful, professionally competent, and civically responsible.
- **Integrity** - We will promote mutual trust among students, staff, and community while fostering the behaviors of responsibility and compassion.
- **Partnership** - Parents and community members are partners in education and valuable resources to our students.
- **Personal Growth** - Opportunities for personal growth reside in and out of the classroom and can be found in the arts, in the community, and on the fields of play.
- **Professionalism** - Supporting the professional growth of our teachers and using innovative and evidence-based approaches to teaching and learning are integral to successful student achievement and excellence in education.
- **Quality** - In our people, places, processes, and programs – we expect excellence throughout.
- **Respect** - A safe learning environment is free from substance abuse, bullying, and other destructive behavior.

# Focused on Learning





# Long-Term Goal Revisions

Version #2



# Teaching and Learning Sample

First Draft	Current Draft	Reason for Change
<b>Teaching and Learning</b>		
1. Clear and consistent curriculum across each grade and course that builds as students progress through the levels	<b>Refine</b> clear and consistent curriculum across each grade and course that builds as students progress through the levels <b>but nurture creativity and identity of schools and teachers</b>	Consistency in curriculum is a key theme. It also became evident from the town hall and other discussions that we do not want to lose the creativity and identity of teachers and schools.
2. Quality instruction that allows teachers to meet the readiness of different students within one classroom	<b>Ensure</b> quality instruction that allows staff/teachers to meet the readiness of different students <b>happening across teachers in all classrooms (vs. pockets)</b>	Excellent instruction was identified as a <u>strength</u> and a need. Marginal instruction was the greatest source of concern. The language revisions highlight the long-term desire to replicate excellence and best practices across all classrooms.
3. Balanced use of national, state, and local assessments to monitor student learning.	<b>Implement</b> a balanced range of national, state, and local assessments to monitor student learning <b>and use results to guide instruction</b>	Stakeholders understand the requirements for various assessments. They do not want it to create a level of unnecessary stress or impact to instruction decisions. Importantly, they want to make sure the results are used in a meaningful way.

# Teaching and Learning

2015

2016

2017

2018

2019

**Quality instruction that allows teachers to meet the readiness of different students occurring in all classrooms for all teachers**

Eventual Progress Bar (Green/Yellow/Red)

Identify Model

Implement Part 1

Implement Part 2

Holistic Review of Part 1 & 2

If successful implemented, this long-term goal will ensure students experience an engaging, active learning environment AND a common language among staff AND more intentional sharing of best practices.

# Teaching and Learning Sample

Teaching and Learning			
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
<b>Refine clear and consistent curriculum across each grade and course that builds as students progress through the levels but nurture creativity and identity of schools and teachers</b>			
Complete Curriculum Writing	Publish Curriculum Online	Design In-Depth Review Cycle	Begin Review Cycle
Resource Identification and Implementation Timeline			
	Cross-Curricular Focus Tied to Unit-Based Curriculum		
<b>Ensure quality instruction that allows staff/teachers to meet the readiness of different students happening across teachers in all classrooms (vs. pockets)</b>			
Identify/Develop Model	Implement Part 1	Implement Part 2	Full Instructional Model Implementation
	Integrate Strategies to Educator Effectiveness and Differentiated Supervision Model		
<b>Implement a balanced range of national, state and local assessments to monitor student learning and use results to guide instruction</b>			
Evaluate Current Standardized Assessments	Develop Local Assessments	Implement Local Assessments	
Determine Assessment Mix (Formative, Benchmark, Diagnostic, and summative)			
		Use Local Assessment Data to Drive PD and Curriculum Revisions	
	Revise Report Cards		Real-Time Progress Monitoring
	Integrate Performance Tracker		

# Teaching and Learning Sample

Extend learning for students who already mastered content and provide re-teaching/support for students struggling with content			
Evaluate RTII Math Resources	Integrate RTII Math Resources		
	Develop Extension and Remediation Activities within Unit-Based Curriculum for All Courses	Implement Extension and Remediation Activities into Instruction	
Integrate technology tools into courses and activities when it can extend or improve the teaching and learning process OR promote innovation in that process			
SAMR Training	Targeted Professional Development on Technology Resources		
Device Evaluation (K-6) and Google Apps (Pilot)	Deploy K-6 Devices		
Inventory Software and Cloud Resources			
		Flipped Classroom Focus and Online Learning Platforms	Offer Alternative Methods of Instruction (Online, Distance, Webinars)
Use real-world strategies to engage students in solving problems, using their hands, and seeing connections between content areas that include career connections and play/creativity/risk			
Evaluate Learning Environments for Student Engagement (Tie Results to Instructional Model)			
Maker Space Design	Maker Space Deployment	Integrate Project-Based into Unit-Based Curriculum	Hold Project-Based Symposium
	STEAM Partnerships		
11	13	9	5

# Break-out Groups

## Screen End

- Finance and Operations
- Workforce Development

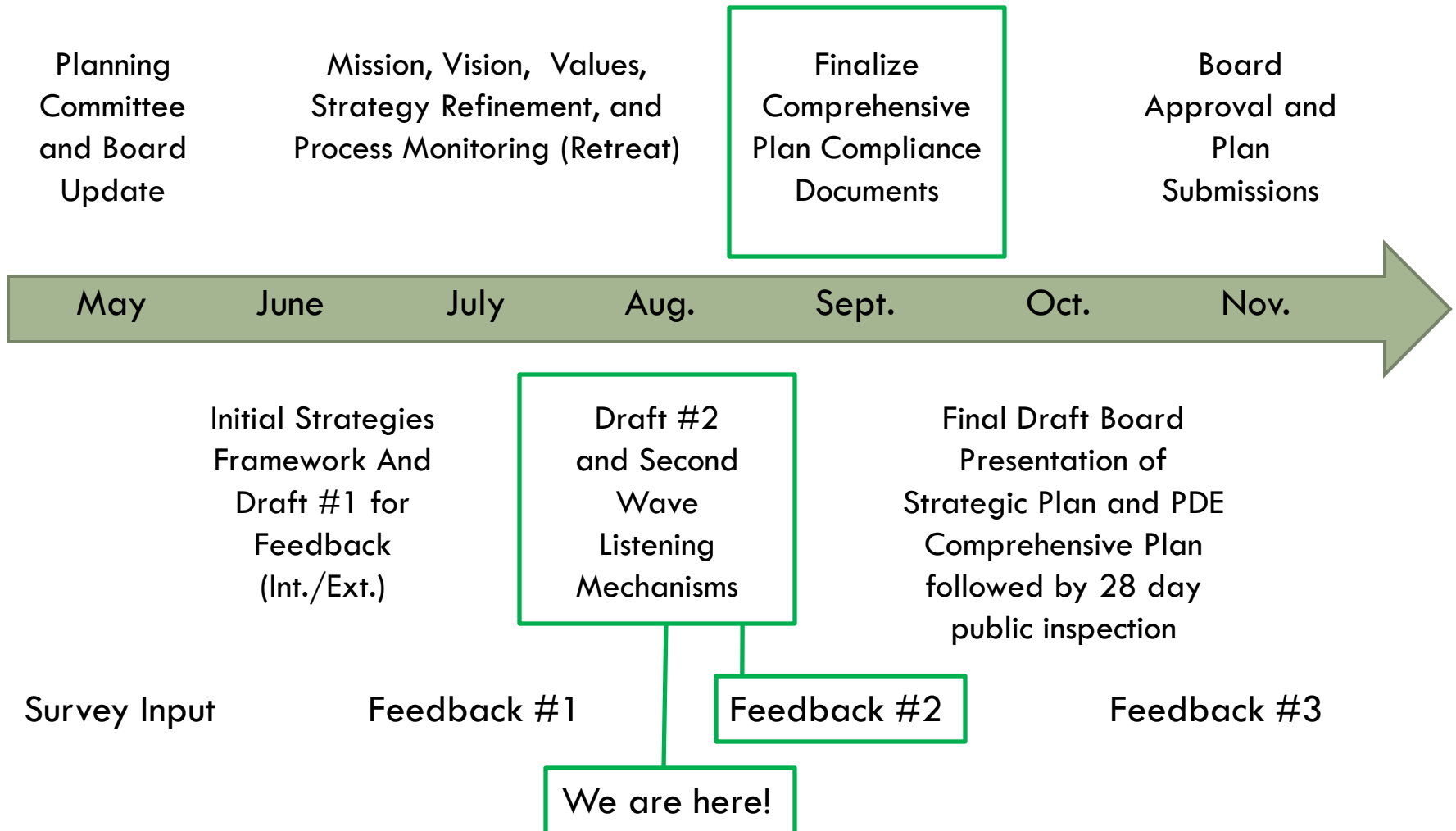
## Opposite End

- Student Services and Programs
- Communication and Stakeholder Development

# Next Steps

- Finalize mission, vision, and values
- Refine the short-term actions
- Review the sequence and priorities of goals and actions
- Begin to finalize the PRSD Strategic Plan and complete the comprehensive plan requirements for the Pennsylvania Department of Education

# Process and Timeline



# Closing Thought

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“If you are planning for a year...sow rice; if you are planning for a decade...plant trees; if you are planning for a lifetime...educate people.”